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*THE OLD SCHOOL-HOUSE AND THE NEW; OR,  
FIFTY YEARS AGO AND TO-DAY.\**

WE are a progressive people, there is no doubt of that ; in the race for improvement, in physical and intellectual matters, however it may be in morals, we are not likely to be laggards. Yet there are those even in our com-



THE OLD-FASHIONED SCHOOL HOUSE.

munities, who have invested the past with such a halo of beauty, that they are constantly inquiring, "What is the cause that the former days were better than these?" To

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\* By Dr. Brockett, in Appletons' "Educational Record." The illustrations are from Prof. Johnson's new book, "Our School Houses."

them all the circumstances of their childhood are irradiated with an unreal light, and that which was hard and homely and rough, is softened and rounded by the lapse of years, till it seems to them as beautiful as an ancient and ivy-clad ruin, in the soft light of the harvest moon.

It would be perhaps a hopeless task to convince such persons as these that there had been any real progress in educational matters in this country within the past fifty years; but it is not to them we appeal, but to those who believe in progress, advancement, and growth; who look forward to see the rough and unhewn block of marble of to-day, become to-morrow "a thing of beauty, and a joy forever."

Let us begin, then, with the District School-house as it was. The writer's memory does not go back quite fifty years, and his childhood was passed in a portion of New England remarkable for its intelligence and culture; he will, therefore, call first other witnesses to the stand, and afterward give his own recollections.

The late Rev. Heman Humphrey, D.D., for some years President of Amherst College, thus describes the district school-houses in which he taught in the early part of the present century: "Some of the school-houses were better than others, but none of them were convenient or even comfortable. They were rather *juvenile penitentiaries* than attractive accommodations for study. They were too small and low from the ceiling to the floor, and the calculation of the builders seemed to have been, to decide into how small a space the children could be crowded, from the fireplace till the room was well packed. Not unfrequently sixty or seventy scholars were daily shut up six hours, where there was hardly room for thirty. The school-houses were square, with a very narrow entry, and a large fireplace on the side near the door. There were no stoves then. The school-houses were generally roughly clapboarded, but never painted. They had writing desks, or rather long boards for writing, on two or three sides next to the wall. The benches were all loose; some of them boards, with slabs from the saw-mill, standing on four legs, two at each end. Some were a little lower than the rest, but many of the smaller children had to sit all day with their legs

dangling between the bench and the floor. Poor little things nodding and trying to keep their balance on the slabs, without any backs to lean against, how I pity them to this day! In the coldest weather it was hard to tell which was the most difficult, to keep from roasting or freezing. For those nearest to the fire it was sweltering hot, while the ink was freezing in the pens on the backside of the room. 'Master, I am too hot'—'Master, may I go to the fire?' Such were the constant appeals to the teacher.

"All the school-houses that I remember, stood close by the traveled road without any play-grounds or enclosures whatever. If there were any shade-trees planted, or left of spontaneous growth, I have forgotten them. And in most cases there were no outside accommodations, even the most necessary. For the most part, the winter schools were miserably supplied with wood. Most of what we used was standing in the forests when the school began, and was cut and brought sled-length by the farmers in proportion to the number of scholars which they sent. In many cases the understanding was that the larger boys must cut the wood as it was wanted. It always lay in the snow, and sometimes the boys were sent to dig it out in school-time, and bring it in, all wet and green as it was, to keep us from freezing. That was the fuel to make fire with in the morning, when the thermometer was below zero; and how the little children cried with the cold, when they came almost frozen and found no fire burning; nothing but one or two boys blowing and keeping themselves warm as well as they could by exercise, in trying to kindle it!"

Very similar in its purport is the account given by the late S. G. Goodrich (Peter Parley) of the schools and school-houses of his boyhood: "The school-house itself consisted of rough, unpainted clapboards, upon a wooden frame. It was plastered within, and contained two apartments—a little entry taken out of the corner for a wardrobe, and the school-room proper. The chimney was of stone and pointed with mortar, which, by the way, had been dug into a honey-comb by uneasy and enterprising pen-knives. The fire-place was six feet wide and four feet deep. The flue was so ample and so perpendicular, that the rain, sleet and snow fell di-

rectly to the hearth. In winter the battle for life, with green fizzling fuel, which was brought in sled-lengths, and cut up by the scholars, was a stern one. Not unfrequently, the wood gushing with sap as it was, chanced to be out, and as there was no living without fire, the thermometer being ten or twenty degrees below zero, the school was dismissed, whereat all the scholars rejoiced aloud, not having the fear of the school-master before their eyes. . . . . The school being organized, we were all seated upon benches, made of what were called *slabs*—that is, boards having the exterior or rounded part of the log on one side: as they were useless for other purposes, these were converted into school-benches, the rounded part down. They had each four supports, consisting of straddling wooden legs, set into auger holes. Our own legs swayed in the air, for they were too short to touch the floor.

In the middle States the condition of both schools and school-houses was, in general, very much worse than in New England. The school-house and school at Birmingham, Chester County, Pennsylvania, described by the late Dr. William Darlington, as having existed about the beginning of the present century, was very much above the average, but it seems to have been bad enough. "The business of teaching," says the venerable doctor, "at that day was disdainfully regarded as among the humblest and most unprofitable of callings; and the *teachers*—often low-bred, intemperate adventurers from the old world—were generally about on a *par* with the prevalent estimate of the profession. Whenever a thriftless vagabond was found to be good for nothing else, he would resort to *school-keeping*, and teaching young American ideas how to shoot. . . . . The old *school-house* at Birmingham was a one-story stone building, erected by men who did not understand the subject; and was badly lighted and ventilated. The discipline of that day (adopted from the mother country) was pretty severe. The real *birch* of the botanists not being indigenous in the vicinity of the school, an efficient substitute was found in young apple-tree sprouts, as unruly boys were abundantly able to testify."

Robert Coram of Wilmington, Delaware, characterized



the state of education in that region, at the close of the last century, as follows: "The country schools through most of the United States, whether we consider the buildings, the teachers or the regulations, are in every respect completely despicable, wretched and contemptible. The buildings are in general sorry hovels, neither wind-tight nor water-tight; a few stools serving in the double capacity of benches and desks, and the old leaves of copy-books making a miserable substitute for glass windows. The teachers are generally foreigners, shamefully deficient in every qualification necessary to convey instruction to youth, and not seldom addicted to gross vices."

A Mr. John Davis, an English teacher of superior education, thus describes an Old Field school or academy in Virginia, where he taught in 1801 and 1802: "It is worth the while to describe the academy I occupied on Mr. Ball's plantation. It had one room and a half. It stood on blocks about two feet and a half above the ground, where there was free access to the hogs, the dogs and the poultry. It had no ceiling, nor was the roof lathed or plastered, but covered with shingles. Hence, when it rained, like the nephew of old Elwes, I moved my bed (for I slept in my academy) to the most comfortable corner. It had one window, but no glass nor shutter. In the night to remedy this, the mulatto wench who waited on me, contrived very ingeniously to place a square board against the window with one hand, and fix the rail of a broken down fence against it with the other. In the morning when I returned from breakfasting in the 'great big house' (my scholars being collected) I gave the rail a forcible kick with my foot, and down tumbled the board with an awful roar."

In regard to the school-houses farther South in the early part of this century, Judge Longstreet, late President of the University of Mississippi and other Southern Universities, gives us a description in his "Georgia Scenes," which is said to have been drawn from the life: "It was a simple log-pen about twenty feet square, with a door-way cut out of the logs, to which was fitted a rude door made of clap-board, and swung on wooden hinges. The roof was covered with clapboards also, and retained in their places by heavy

logs placed on them. The chimney was built of logs, diminishing in size from the ground to the top, and over-spread inside and out with red-clay mortar. The classic hut (to which the teacher would allow no one to give any other name than "the academy") occupied a lovely spot overshadowed by majestic hickories, towering poplars, and strong-armed oaks. The little plain on which it stood was terminated, at the distance of about fifty paces from its



LOG SCHOOL HOUSE.

door, by the brow of a hill, which descended rather abruptly to a noble spring that gushed joyously forth among the roots of a stately beech at its foot." The Judge thus describes its internal furnishing: "A large three-inch plank (if it deserve that name, for it was wrought from the half of a tree's trunk entirely with the

axe), attached to the logs by means of wooden pins, served the whole school for a writing-desk. At a convenient distance below it and on a line with it, stretched a smooth log resting upon the logs of the house, which answered for the writers' seat."

The writer's own recollections of the public school date back to but little more than forty years, but they corroborate much of what has been already described. The Pound Hill School-house was on the summit of a hill a hundred feet or more in height, in the centre of a populous and flourishing village. The hill had three churches on it, all within a few rods of the school-house, and a few years later a good academy built of brick, and endowed partially by a wealthy citizen. But the district school-house was the only school which the greater part of the children of the village ever attended. It stood upon a little knoll, close to the street, with no enclosure, no trees, and no protection from the gaze of the passers-by. It was a square frame building of one story, about twenty by twenty-five feet, covered with

clapboards (except where these had been torn off to aid in kindling the fire) and shingled. The clapboards had at some remote period been painted red, but this now alternated with weather-stains, and gave the building a sort of brindled appearance. Ascending two or three stone steps to the weather-beaten door, the entry, as it was called, presented itself, a square closet where the boys and girls hung hats, bonnets, and dinner-pails. The school-room, into which we next passed, was nearly square; it had been lathed and plastered, but the walls were much broken, and some artistic genius had adorned the wall overhead (the room was hardly seven feet high) with wreaths and festoons and comic figures executed in lamp-smoke, so completely that hardly a vestige of white wall remained. The traditional style of writing-desks, a board attached to the wall and running round three sides of the room, was in use here, but the building-committee had kindly provided a shelf below, where our school-books could be stored, when not in use. The seats for the older scholars were of slab, with legs sawed from some sapling about two inches through, and were without backs. The smaller children had similar but lower benches. In the middle of the room was a huge rusty box-stove, which could take in two-foot wood; while on the side unoccupied was the master's chair and a square cross-legged pine table. The teacher's table, the writing-desks, and the benches, bore evidence of the whittling propensities of the boys, and many was the fly-prison and pin-box carved and excavated in the desk-board, while the less expert had cut holes through it, and would amuse themselves with dropping crumbs to the ever-eager and hungry mice which tenanted the school-house. Of apparatus or appliances for aiding in the work of instruction there were none, except the well-seasoned hickory rod, which, during the reign of the male teachers, generally lay on the table, and the long and heavy mahogany ruler, which was the equally dreaded instrument of punishment. Globes and maps had been heard of, but they were far too expensive for a district school; and Morse's old Geography, a thick duodecimo volume, had no atlas accompanying it. Very few of the scholars as yet studied geography, it being generally con-

sidered that reading, writing, spelling, and arithmetic, as far as the Rule of Three, were sufficient studies for any boy, unless he was going to college, and sufficient for any girl at any rate. Still, at this time (1828), the Pound Hill School was in advance of most of the schools in the region, for it not only had a geography class, but a small class in Russell's Murray's English Grammar! Not much did the children learn of either, for Russell's little abridgment hardly went beyond the parts of speech, and the Morse's Geography gave nothing but dry details of the countries and cities of the earth, such for instance as its description of Albany, as "a town of three hundred houses, and about three thousand inhabitants, nearly all with their gable-ends to the street!"

Black-boards, or blackened walls to answer the same purpose, had not then been heard of, and there was certainly no royal road to an arithmetical education, though Daboll's Arithmetic, then just introduced, was certainly an advance upon Dilworth, though in some respects inferior to old Pike, which was a great favorite with the older masters. The pupils seldom ventured beyond the Rule of Three, as, indeed, in very many instances, the teachers had not themselves gone farther; but occasionally a teacher was found very fond of mathematical studies, who had gone through the book, and who tempted his most advanced scholars to make equal attainments. The boy or girl who had attained to this lofty eminence of learning was, however, at once unfitted for any further attendance on the district school, and was looked upon as one of the reserves from whom a future supply of teachers should be drawn. It is but justice to say, however, that if but little was taught in these district schools of forty or fifty years ago, that little was taught very thoroughly, though, perhaps, not always judiciously. The mysteries of English spelling were driven into the heads and memories of the children so carefully that there were fewer poor spellers than there are now. The children did not comprehend the philosophy of spelling, but they were at home in the practice. Reading was carefully but not well taught, because the teachers did not understand the principles of inflection, emphasis, accent, etc.; but penmanship

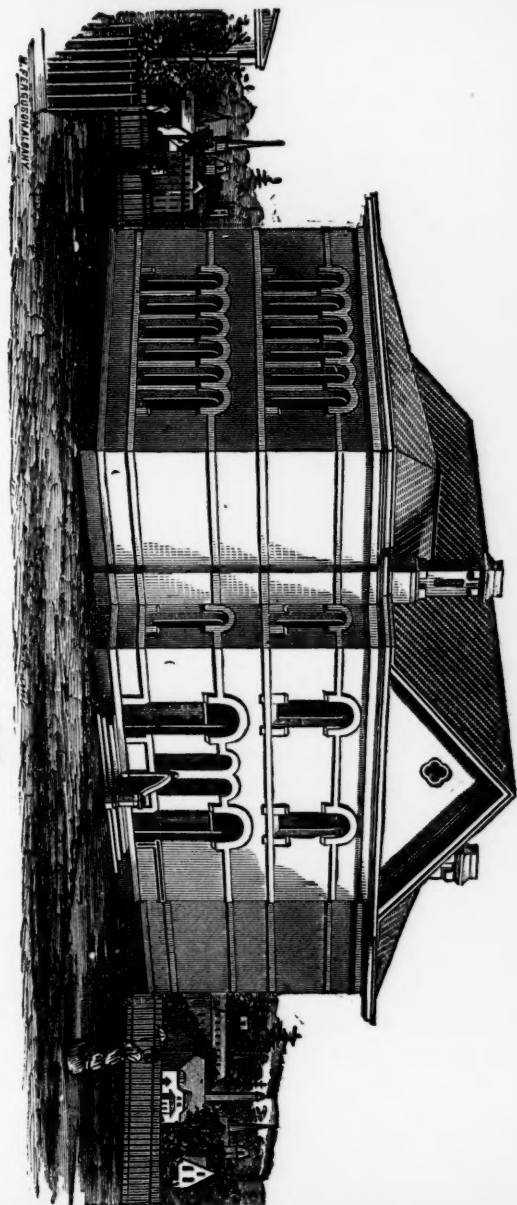
was, in general, very well taught. Not one teacher in a hundred—perhaps not one in a thousand—understood the connection between writing and drawing, or had ever analyzed the small number of elementary principles which go to make up the form of the perfect letters, but they almost invariably wrote a good, plain, legible hand, and they taught their pupils to do the same.

Twenty years later the Pound Hill School-house stood on the same spot, and only looked more dilapidated and discreditable than it had done in 1828. It had, however, a black-board and some outline maps. To-day there stands on that hill, in a neat enclosure, some distance from the road, and with stately trees around it, a public school, with its graded departments, its five or six teachers, and its ample appliances for education. As you enter (and there are distinct entrances for boys and girls), you find ample closets for hats, coats, cloaks, and overshoes, each pupil having his or her own number, and the hooks themselves forming a register of the presence or absence of the pupil. The school-rooms are spacious and high, well and equably warmed and ventilated, well lighted, and the glare of the sun prevented by inner shutters. The desks and seats, each intended for two pupils, are of the New American Style, Munger's Patent, with Allen's Folding Opera Seats, and leave nothing to be desired, while the passage-ways between each two rows render access perfectly easy. On a raised platform at one end of each room is the teacher's desk, a model of beauty and good taste, with its book-rack well supplied with standard reference-books, dictionaries, gazetteers, compendiums of dates, history, literature, and mathematical science. Near the teacher's desk and on a line with it is a sweet-toned cabinet organ, which is used to accompany the musical and devotional exercises of the school, and exerts a wonderful power in calming undue excitement and controlling the tempers of the children. On one side of the room is a zone of wall with its surface slated with the Eureka Liquid Slating, and below it a receptacle for crayons and black-board rubbers, while one or two portable Eureka wall slates show the extent to which the black-board is used as a means of instruction. On the other side the walls are

covered with Mitchell's maps, and Adjustable stands at different points contain other maps and charts ready to be unrolled for recitation. A programme clock, by a single stroke, calls each class in turn to recitation. On the platform, terrestrial and celestial globes of the latest style, and a fine orrery, serve for aids to geographical and astronomical instruction, and what is lacking in these is made up in the charts and diagrams found in the closets. A good library, from which all the pupils may draw for home reading, occupies cases at the opposite extremity of the room. Penmanship is taught by Ellsworth's method, and each scholar has an ink-well conveniently arranged to prevent the spilling of ink in the desk; steel pens of the best quality, and copy-books of acknowledged excellence, are provided. In the closets are small cabinets of geology and mineralogy, and an herbarium, all mostly collected by the children. This room is the study-room of the grammar-school. Let us walk into the primary and intermediate departments. The little people are not now as they were in the public schools of forty or fifty years ago: in the intervals of their being called up to say their letters, as the teacher pointed them out from a page of the spelling-book, sleeping on the rude benches, tying and untying their shoe-strings, or in the lack or failure of any of their little schemes of mischief, traveling to and from the water-pail, in childish restlessness. On the contrary, they are very busy; one little urchin is puzzling himself with putting his letter-blocks together; another is deciphering the large letters in his primer which spell the name of his favorite dog; others are occupied with comparing the color, the size, or the form of different blocks and balls; others a little farther on are performing the elementary problems of arithmetic by counting the number of apples, nuts, or balls in two or more piles, or on the rods of the numeral frame; others still are copying, a little awkwardly perhaps, forms, figures, letters, and numerals, and thus taking primary lessons in drawing and penmanship. The exercises of the Kindergarten, object-lessons, and the eager development of the natural powers of touch, sight, hearing, taste, and smell, occupy the minds of the youngest. A Primary Geography in the hands of another, despite



POUND HILL SCHOOL HOUSE.



its dog's-eared condition, gives evidence that some of the earlier and simpler geographical problems of that volume have attracted his attention. The teacher oversees and directs all, so changing their employments and the current of their thoughts that there is no weariness or lassitude, and the little ones enjoy their school. Among the intermediates it is composition day; their book-slates are all in requisition and a great deal of hard thinking is being done, not only in the effort to lick into shape the somewhat intractable ideas, and present them to the teacher in an acceptable form, but to overcome the tendency to bad spelling. This is, perhaps, the hardest trial of the public school to many of the children, even to some of those whose pens will move glibly enough a few years hence. Dictation exercises from Quackenbos's Composition, and declamations, close the day.

This is a public school in the country at the present day. Our public schools in the cities, beginning from a considerably higher stand-point, and in many respects differently situated, have attained to a still higher degree of development in all the appliances of instruction. School-house architecture is now a recognized science, to which some of the best intellects in the nation are giving their thoughts, and in all particulars, in architectural elegance, in perfect adaptation to the purposes of the schools, in the admirable manner in which they are lighted, warmed, and ventilated, many of our public-school buildings surpass any school-edifices in the world. There are others which, though commodious, do not deserve such high praise; but, while there are yet a few left of the school-houses so abundant fifty years ago, they are the rare exceptions; thanks to *Johonnot*, who has so ably demonstrated the necessity of good school-houses.

The introduction of suitable school furniture and apparatus into these school-houses has been almost wholly the work of the last forty years, and most of it of the last twenty-five or thirty. Very few public schools in the United States had a black-board before 1830; improved desks and seats, even of a greatly inferior quality to those now in use, do not date much farther back than 1835 or 1836;

globes, orreries, planetariums, outline maps, charts, school libraries, have all come into use since 1840; numeral frames, geometrical figures, letter-blocks, and all the Kindergarten and object-lesson apparatus is of still later date. Last in time, though first in some respects in importance, in our larger city schools, were the rings, wooden dumb-bells, Indian clubs, etc., etc., of the gymnastic and calisthenic exercises. In the free, open-air life of the country these are less absolutely necessary, though they tend even there to a higher and better development of the physical system; but in the city, with its restricted opportunities for healthful exercise, they are indispensable to such physical development as shall give to our youth a "sound mind in a sound body."

This paper is intended for and addressed to teachers, and the writer himself, long a practical teacher, would seek to impress upon them the lesson of the increased responsibility which these great advantages and improvements of the present time impose on them. The teacher of forty or fifty years ago was surrounded by so many physical discomforts that much of his time was necessarily consumed in combating the cold, the heat, the lassitude arising from impure air and imperfect ventilation; while attending to his older classes, the younger, unemployed and listless, were sure to be in mischief; any thorough classification of his scholars was impossible for the want of uniform text-books and parallel advancement among his scholars. He could not illustrate his lessons successfully, and his teaching, even with his best efforts, was much of it thrown away from the inability of his pupils to comprehend it.

The teacher in one of our modern school-houses has few or no physical discomforts to annoy him; his whole thoughts and his undivided attention can be given to the improvement of his pupils: and these being placed in the most favorable circumstances for study, ought to make rapid progress. Whatever may be the topic of instruction, he has now abundant help; if it is geography, the outline and wall maps, the globes, the gazetteer, or the cyclopædia, and the admirable school geographies and atlases render instruction in it infinitely easier than it was forty years ago, and require from him a greatly higher standard of instruction; if it is

arithmetic, not only has he better text-books and those adapted to all capacities, but his black-boards, his numeral frames, his mathematical charts and tables, and his geometrical figures, make progress far less difficult than it was forty years ago. In the same way is he helped in the studies of the primary department, and in history, astronomy, natural philosophy, and the physical sciences. He ought, then, to teach far more and more successfully in the same time, than his predecessors of forty or fifty years ago could possibly have done. Whether the quality of the teaching has kept pace with the improvements in school-houses and school appliances is a question worthy of serious consideration.

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*ONE OF RUSKIN'S BEST.*

ALL rivers, small or large, agree in one characteristic: they like to lean a little on one side; they can not bear to have their channels deepest in the middle, but will always, if they can, have one bank to sun themselves upon, and another to get cool under; one shingly shore to play over, where they may be shallow, and shore-foolish, and child-like; another steep, under which they can pause, and purify themselves, and get their strength of waves fully together for due occasion.

Rivers in this way are just like wise men, who keep one side of their life for play and another for work, and can be brilliant, and chattering, and transparent, when they are at ease, and yet take deep counsel on the other side when they set themselves to their main purpose. And rivers are just in this divided, also, like wicked and good men: the good rivers have serviceable, deep places all along their banks, that ships can sail in; but the wicked rivers go scooping irregularly under their banks, until they get full of struggling eddies, which no boat can row over without being twisted against the rocks, and pools like wells, which no one can get out of but the water-kelpie that lives at the bottom. But, wicked or good, the rivers all agree in having two kinds of sides.

*WHAT KNOWLEDGE IS OF MOST WORTH?—VI.*

## PHYSICS.

**J**OINED with mathematics, Physics has given us the steam-engine, which does the work of millions of laborers. That section of physics which deals with the laws of heat, has taught us how to economise fuel in our various industries; how to increase the produce of our smelting furnaces by substituting the hot for the cold blast; how to ventilate our mines; how to prevent explosions by using the safety-lamp; and, through the thermometer, how to regulate innumerable processes. That division which has the phenomena of light for its subject, gives eyes to the old and the myopic; aids through the microscope in detecting diseases and adulterations; and by improved lighthouses prevents shipwrecks. Researches in electricity and magnetism have saved incalculable life and property by the compass; have subserved sundry arts by the electrotpe; and now, in the telegraph, have supplied us with the agency by which for the future all mercantile transactions will be regulated, political intercourse carried on, and national quarrels often avoided. While in the details of indoor life, from the improved kitchen-range up to the stereoscope on the drawing-room table, the applications of advanced physics underlie our comforts and gratifications.

Still more numerous are the bearings of Chemistry on those activities by which men obtain the means of living. The bleacher, the dyer, the calico-printer, are severally occupied in processes that are well or ill done according as they do or do not conform to chemical laws. The economical reduction from their ores of copper, tin, zinc, lead, silver, iron, are in a great measure questions of chemistry. Sugar-refining, gas-making, soap-boiling, gunpowder manufacture, are operations all partly chemical; as are also those by which are produced glass and porcelain. Whether the distiller's work stops at the alcoholic fermentation or passes into the acetous, is a chemical question on which hangs his profit or loss; and the brewer, if his business is sufficiently

large, finds it pays to keep a chemist on his premises. Glance through a work on technology, and it becomes at once apparent that there is now scarcely any process in the arts or manufactures over some part of which chemistry does not preside. And then, lastly, we come to the fact that in these times, agriculture, to be profitably carried on, must have like guidance. The analysis of manures and soils; their adaptations to each other; the use of gypsum or other substance for fixing ammonia; the utilization of coprolites; the production of artificial manures—all these are boons of chemistry which it behooves the farmer to acquaint himself with. Be it in the lucifer match, or in disinfected sewage, or in photographs—in bread made without fermentation, or perfumes extracted from refuse, we may perceive that chemistry affects all our industries; and that, by consequence, knowledge of it concerns every one who is directly or indirectly connected with our industries.

And then the science of life—Biology: does not this, too, bear fundamentally upon these processes of indirect self-preservation? With what we ordinarily call manufactures, it has, indeed, little connection; but with the all-essential manufacture—that of food—it is inseparably connected. As agriculture must conform its methods to the phenomena of vegetable and animal life, it follows necessarily that the science of these phenomena is the rational basis of agriculture. Various biological truths have indeed been empirically established and acted upon by farmers while yet there has been no conception of them as science: such as that particular manures are suited to particular plants; that crops of certain kinds unfit the soil for other crops; that horses cannot do good work on poor food; that such and such diseases of cattle and sheep are caused by such and such conditions. These, and the every-day knowledge which the agriculturist gains by experience respecting the right management of plants and animals, constitute his stock of biological facts; on the largeness of which greatly depends his success. And as these biological facts, scanty, indefinite, rudimentary, though they are, aid him so essentially; judge what must be the value to him of such facts when they become positive, definite, and exhaustive. Indeed, even now



we may see the benefits that rational biology is conferring on him. The truth that the production of animal heat implies waste of substance, and that, therefore, preventing loss of heat prevents the need for extra food—a purely theoretical conclusion—now guides the fattening of cattle: it is found that by keeping cattle warm, fodder is saved. Similarly with respect to variety of food. The experiments of physiologists have shown that not only is change of diet beneficial, but that digestion is facilitated by a mixture of ingredients in each meal: both which truths are now influencing cattle-feeding. The discovery that a disorder known as “the staggers,” of which many thousands of sheep have died annually, is caused by an entozoon which presses on the brain; and that if the creature is extracted through the softened place in the skull which marks its position, the sheep usually recovers; is another debt which agriculture owes to biology. When we observe the marked contrast between our farming and farming in some parts of Europe, and remember that this contrast is mainly due to the far greater influence science has had upon farming here than there; and when we see how, daily, competition is making the adoption of scientific methods more general and necessary; we shall rightly infer that very soon, agricultural success will be impossible without a competent knowledge of animal and vegetable physiology.—*Herbert Spencer.*

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A GENTLEMAN.—The subjoined paragraph, from an exchange, is a valuable little volume in itself:

“No man is a gentleman, who, without provocation would treat with incivility the humblest of his species. It is vulgarity which no accomplishment of dress or address can ever atone. The man who desires to make every one around him happy, and whose greatest solicitude is never to give offense to any one, is a gentleman by nature and species, though he may never have worn a suit of broadcloth, nor ever heard of a lexicon. There are men in every throb of whose hearts there is solicitude for the welfare of mankind.”

*A STROLL WITH "ARIEL" THROUGH PARADISE;*

OR, THROUGH THE SCHOOLS SPECIALLY DESIGNED FOR THE  
INSTRUCTION OF THE YOUNG LADIES OF THE  
CITY OF NEW YORK,

WHICH, in different language, expresses the same idea. But, say you, how can we get in? Easily. The poet Milton tells us, that, although the infernal regions were enclosed with brazen, iron and adamantine gates, all one had to do in order to effect an entrance into Paradise, was to leap over a wall.

Now, gentle reader, I do not desire that you should leap over a wall, and far be it from me to suggest a comparison between yourself and the "gentleman in black below," who performed that feat in Milton's famous Epic. To me both time and space are immaterial. If the door be closed, I pass in at the window; should that be shut, I glide through the key-hole of the door. If you have faith, I will take you also with me, for I am "The Dainty Ariel" at your service.

"All hail, great master; grave Sir, hail. I come  
To answer thy best pleasure; be't to fly,  
To swim, to dive into the fire, to ride  
On the curled clouds: to thy strong bidding task  
Ariel, and all his quality."

Trust me and take my hand. Now, tell me where you are? Yes, you are correct, we are in Grand Avenue, and this is the hall of the rich and elegantly furnished establishment of Mrs. Lattimere. It is early morn, and the pupils are, as you perceive, assembling. You need not fear, we are invisible, they cannot see us. Punctual to the minute, at 9 o'clock, old Mr. Dobbin, professor of grammar and rhetoric, enters, and proceeds up stairs to give a lesson; let us follow him. There are some twenty young ladies present. As his questions pass round, one of them, Carlotta L., very richly dressed, with jewelled fingers, replies to his query listlessly thus: "Please to excuse me to-day, sir;" and Mr. Dobbin appeals to the next. The question is rather difficult, but he obtains a full answer to it from a Cinderella sitting at

the end of the class, who is on the foundation, and is one of the fugle-girls of the establishment. If you appealed to Mrs. L. she would admit that Cinderella is a good girl, but Carlotta L.—so artless, so natural, so easy and so full of life—she is indeed the delight of the school. The reasons for this, to you, singular award, may be found in the play of Timon:

"What is here?

Gold, yellow, glittering, precious gold?

Thus much of this will make black, white; foul, fair;

Wrong, right; base, noble; coward, valiant."

But old father time will assuredly in this instance bring in his revenges. It needs no "spirit" to tell you, that, in a few years, in all probability, as regards worldly circumstances, these girls will have reversed their positions in society.

Since we came in here, Dr. Wilfred Lutterworth Bridleton has arrived and is now lecturing in the main school-room. As you may have noticed the omission of the calling of the roll, allow me to tell you that they are too "*recherche*" for that low ceremony here, and too cosmopolitic for prayers. But, let us return to the hall, and you will see how delinquents in punctuality are notified of their error. See, that is Mrs. L. herself, and hear her greeting to the three late comers now entering: "Oh, you naughty girls, you don't know what you have missed. We have had the character of the regicide Cromwell finely dissected." Here the historical anatomist himself enters in the person of the Dr. He also expresses his regret that the young ladies were not present in the class. They make their excuses, and one takes the liberty of asking, "What is to be the subject for next Wednesday?" The Dr. replies, "Oh! the continuation of the history of England; I shall take up Charles the Second and defend his character in its moral aspect." The Dr. is right, in the highly fashionable schools it is as well to remember the biblical command to "honor the king;" and also never to forget, that in them Jeffersonian democracy is at a discount.

But you are tired of the fashionable school "*par excellence*," and may wish to see one of another class. Well, you have only to desire so to do, and your wish is gratified. You

are now in an establishment in which a certain form of religion is a specialty. There are many such of all denominations, Catholic, Episcopal, Presbyterian, Methodist, etc. This, we are in, has an Episcopalian foundation. Mark, it is of the High Church. This is necessary to be mentioned, because between it and the Low Church there is a great gulf fixed. The walls are decorated with illuminated writings; some of the desks are vacant, for it is a fast day, the fast of St. Waltheoff. The principal is notifying the scholars of a lecture that is appointed to be given on the morrow; she says: "I trust, young ladies, you will all be present and give it your serious attention. We have often had lectures by B. A's. and M. A's., and one or two by LL. D's. But this, you will remember, is by Dr. Dooboobie, a D.D. of Oxford University. The subject is, however, scientific. It is, "An effort to harmonize modern geology with the Mosaic account of the Creation." It is to be illustrated with views of Paris, taken at the time of the revolution of 1830. This precise period is selected because it presents some of the ancient formations of the earth's surface, and also the more modern strata of the Barricades. I have little need to inform you that the learned Divine will prove, to your entire satisfaction, the harmony existing between geological science and the Holy Scriptures. Probably it would be best for the junior classes to give their attention to the historical features of the lecture, but copious notes on the more abstruse parts of the subject will be expected from the senior departments."

In institutions such as these a higher degree of order is generally found than in mere secular seminaries; the memory is also well exercised, collects and prayers correctly recited being expected weekly, if not daily, from all pupils, which, in this age of education made easy, is a great advantage gained. On the contrary, the power of the principals is often overshadowed by exterior clerical influences, and the professional chairs are often occupied by learned men who are not experienced teachers. These not unfrequently are quite willing to recite the lessons themselves, explaining and commenting on their mysteries and difficulties instead of exercising the faculties of their pupils; a system which

might answer in a college, but is not to be commended in a school.

We will conclude our morning's ramble with a visit to one of another large class of fashionable schools, viz: "A French school." Here we are in the celebrated Institute of Madame La Peyronnet. There is quite a buzz in the school-room as we invisibly enter. An absence of strict discipline may be noted. These institutions are not governed by rules but by tact. Not unfrequently Monsieur is engaged in the school, but he is generally nobody, and Madame is all in all. He is the good friend of the little ones, and intercedes for their little delinquencies with the principal. Although there is a lack of strict order, its place is partially supplied with gentle restraint, affectionately applied. That old whiteheaded gentleman at the desk is Mr. Le More, the writing teacher. He is speaking to one of the children who has brought him a blotted book. "How is this, Nina?" he exclaims; but, before his words are fully uttered, another girl runs to him and says: "If you please, sir, don't take away Nina's good mark, I did it." "Well, Miss, I'll remember it against you." He will do so; when she presents her book for judgment, he will give her one less for the blot, and one more for her candid confession, and so all will go merrily on.

But the distinguishing characteristics of French schools are the many happy evening parties, concerts, etc., which dot the time during which the schools are in session. There is an "abandon" in these "reunions;" a freedom between teachers and pupils which is perfectly delightful. They are not costly but happy meetings. At the conclusion of the year not one of the children is neglected. All are recipients of some special honor; the manner of conferring which is commonly more valuable than the gift. The rule is, none must leave unrewarded, and it is not a bad rule. Those who are not cheerful in their youth rarely attain felicity in their old age.

A word in conclusion, before I bid you adieu. Remember, if, in your day's travel, you have witnessed any defects, that young ladies' schools as they are, are the creations of the will of the fashionable public. In them you will find, in

all cases, a corps of useful, hard working, patient instructors, who make up for many deficiencies. If they are not all that they might be, the reason is, there is no demand for superior schools. No dry goods merchants ever catered more carefully to please their customers, than our fashionable principals adapt themselves to suit the taste of their patrons. If you think differently, and believe you can improve matters, open a school yourself, and sustain your model as long as your means will permit you to do so. You will find that your own funds will have to support it. As regards "extras," every principal knows that the burden of expenses attendant on the working of a fashionable school, is wasted on comparative frivolities, but the public will demands such outlays, and it must be satisfied. About this time of the year it is usual for the daily press, at least that part of it which is not blessed with private school advertisements, to condemn in toto the methods in which young ladies' schools are at present conducted. A better plan would be for it to instruct fashionable Papas and Mammias with regard to their proper parental duties, and teach them to demand, institute, and patronize something better in the line of education than anything you have had the pleasure of viewing during your morning's ramble with

ARIEL.

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READING.—The foundation of knowledge must be laid by reading. General principles must be had from books, which, however, must be brought to the test of real life. In conversation you never get a system. What is said upon a subject is to be gathered from a hundred people. The parts of a truth a man gets thus are at such a distance from each other, that he never gets a full view.

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PRONUNCIATION.—Dr. Blair says, in order to be fully understood, four requisites are necessary. 1. A due degree of loudness of voice. 2. Distinctness. 3. Slowness; and 4. Propriety of pronunciation.



## TEACHERS' WAGES IN GERMANY.

WHILE the question, "Shall our public Educators receive greater salaries?" is agitating the public, let me cite an example which has come to my notice in civilized and educated Germany, then ask your own hearts if there may not be within you a little of the spirit which the woman had who asked Sir Walter Scott for five pounds, and receiving it so easily, went away muttering the wish that she had asked for ten.

Some days since, the principal teacher of a school in a village in the Kingdom of Saxony, died of hemorrhage from the lungs. He leaves a wife and seven children, who cannot claim a "pension" (or assistance in money for their support,) because he was employed interimistically only. The poverty in which this family lived was beyond description. When he was nearly dead and the physician was called, and there was no money with which to buy medicine, which might have lengthened life or alleviated his sufferings, the poor dying man exclaimed: "I have nothing in my last hour with which to soothe my pain but a draught of water!"

There was nothing in the house which could be used as a shroud, save but a single sheet, and the coffin had to be paid for by some poor teachers in the neighborhood. The wife of the deceased needed to borrow clothing in which to follow the corpse to the grave yard. All who knew the deceased speak very highly of him as a teacher and a Christian. Sickness in the family, and the salary of 150 Thlrs. per year, (about \$125) were the cause of his misery. In spite of his disease, he met his scholars until two days before he died; when, at ten o'clock, A. M., he left his class-room, bidding his pupils forever adieu! This, you may say, is an extreme case of unrequited labor, but not so much would it seem an extreme if we knew the distress and tragedies occurring daily in many homes because the necessities of life can not be bought with the wages received. I do not think larger salaries should *never* be paid; in many cases it is right enough; but we can wish justice might be meted, and the blessed mean between two extremes be speedily reached.

*Leipsig.*

E. W.

## THE SONS OF PESTALOZZI.

TRANSLATED FROM THE GERMAN OF CARL GUTZKOW.

## CHAPTER XIV.

A FEW weeks after the bridal visit of Baron Henry's daughters there was a great dinner party at Jadwiga's villa, to which the whole family of the President had received an invitation. But only the two eldest daughters with their future husbands had accepted. When they arrived at chateau Wolmerode, only part of the brilliant company had assembled. They were walking in groups under the shade-trees of the park. Doctor Staudner was in conversation with the host, Otto de Fernau, when one of the servants handed a note to the former. "Where did you get this?" asked Dr. Staudner. "A boy from the village brought it," was the answer.

Dr. Staudner, who enjoyed a brilliant practice in the metropolis, was now a bachelor of about fifty years. He lived in high style, saving for his old days—as he cynically remarked—what a wife would have cost him. After reading the note, he left the park and hastened with knitted brows towards the village. The note contained the following words:

"We were at your house, but did not find you. We implore you to come immediately to the hotel in the village. Our existence is at stake.

"L. and A."

The doctor immediately knew who were the suppliants. Even before entering the village, he was met by two ladies whose faces showed signs of great concern. "What in the world is the matter with you?" asked the doctor bluntly. "This is doubtless another of your follies, and if you have to suffer for them, it serves you right."

The two ladies were more elegant than handsome. Their forms were slender, but not tall; their waists were wasplike, and bore the evidences of art. Their red lined parasols

reflecting some color upon their rather faded complexions, gave them, together with their evident excitement, the appearance of youth. Their voices were unmelodious and deep. Their dresses were perfectly alike, so that they hardly could be distinguished from each other. The harsh address of Doctor Staudner was answered by loud lamentations on their part.

"I can guess at your trouble," he continued. "The whole city is full of it. You will ruin your excellent father. But your mother must be blamed for all. She was a coquette when young, and is still so in spite of her years. She has spoiled you. You ought to be ashamed to behave thus in an institute which, even by the slightest suspicion against the character of the principal's family, must be ruined. Indeed, it is whispered about that your father will be deprived of his license."

"Good gracious," cried both Levana and Adelgunde Nesselborn in a pitiable voice.

"The prince is said to be enraged," continued the old friend of their father; "I am quite prepared to hear even to-day at the party—"

"How? The prince at de Fernau's party?" interrupted Lienhard's daughters with the expression of terror.

"At least he was expected. But what is the use of detaining me? I cannot do anything for you."

"O save us, save our father!" implored the two girls.

"How should that be possible?"

"Oh, speak with the prince—do speak with him!"

"It could be of no use," said the Doctor. "I certainly could not quiet him. It would be as easy to stop the wheels of a carriage running at full speed. The Prince has publicly declared that he will see the Minister of the Department to make him acquainted with the several scandalous facts that have recently transpired in a certain educational institute of the city—"

"Speak with the school-councillor,<sup>1</sup> then," cried Levana. "Do speak with him—"

<sup>1</sup> In every provincial government of Prussia there is an educational department, consisting of a number of commissioners, with the title, "School Councillors" (*Schulrath*). Every member of this board has the care of a special district. Bögendorf was the "Councillor" for the schools in the district of the metropolis, a position of great influence and power.—*Transl.*

"Yes," added Adelgunde, "Mr. Bögendorf can do all he wants to—"

"But he wants to do nothing contrary to his duty," replied the Doctor. "And there are other powers that will be formidable to you—the entire school-board, your rival institutions—and the minister."

"But Bögendorf will not refuse you anything, and mother says—"

"What does mother say?"

"That he can do anything he pleases with the Minister, and that you, and—"

"And who?"

"And his daughter Theophania—"

"Ha! scandal-mongers that you are!"

The Doctor ejaculated these words with a genuine, not an assumed indignation, as before. Metropolitan gossip having fastened upon him a partiality for the somewhat withered charms of Bögendorf's daughter, the allusion to this "imputation," as he called it, had excited his anger. Looking at his watch, he was about to leave his fair interlocutors alone. But these, in their anguish, clung to him, sobbing and wailing. Their highly perfumed handkerchiefs were wet with tears of repentance and despair; this time perhaps sincere and unfeigned.

The Doctor's heart began to melt.

To the penetrating eyes of women these maids appeared as affected coquettes and hypocrites. But the judgment of men in such cases is considerably milder, although perhaps not quite so mild as Staudner's, who by no means was a Puritan. His cynical nature had not undergone any change since we made his acquaintance at Wildenschwert Castle. His views were governed by principles strongly impregnated with diabolical elements, which they had gradually absorbed from the atmosphere surrounding him. You would rarely see a smile upon his unhandsome, harshly-defined countenance, over which towered a forehead elongated into a cranium entirely bald. But when he was in confidential session with one of his selected friends, or even when alone in his sanctum, he might be seen bursting with laughter. Such paroxysms, which sometimes made his ser-

vants think that their master had lost his reason, were like the explosion of gases whose pressure had become irresistible. They generally happened when one of his projects, long nurtured, had become mature or was crowned with success. Nesselborn's daughters could not have chosen a person better qualified for the task of helping them. While they were making their assaults upon "uncle's" heart, as they used to call him, those nervous twitches, the forerunners of his laughing fits, were distinctly flashing over his features.

"Indeed, I must be back to the company," he said, extricating himself from the suppliants. "I shall consider what may be done in your desperate affair. But what does your father say to all this—?"

"Father is sitting in his locked room, and weeping," was the answer.

"Ah! I know—your grandfather is dead. But why do you not wear mourning?"

"Mother will not let us," answered the girls.

"Where is Theodore Waldner—?"

"Don't you know? He is with us."

"With—you? And Gertrude?"

"She is looking for a place as governess."

"Gertrude must remain with you—do you hear?"

"Ah!"

The girls knew that the Doctor had often paid visits to Mr. Anbelang in Steinthal, and had made the remark that, if he should ever marry, a being like Gertrude would determine his choice. Staudner said he was going to call in the evening on their father; meanwhile, he would try what might be done with the Prince or with Bögendorf. After these remarks he hastily retraced his steps toward Villa Wolmerode.

There he found a company of more than thirty guests sitting at dinner. The late comer was received with a confused medley of jesting remarks. But one loud voice silenced the rest:

"I am not so fortunate as to be among the number of the Doctor's patients, but I hear such marvelous accounts of his success that he might as well dispense with the trouble of

bribing messengers to call him away from dinner parties, as young practitioners will do to make people believe in their large patronage."

The person who addressed these words to the Doctor had his seat to the right of the mistress of the house. It was the Roumanian Prince Demetrius Porphyrogenitus, a Russian, under a Grecian cloak. People generally called him Prince Dmitri. He was, according to his own assertion, a lineal descendant of Miltiades, but the grade of his culture pointed to Rurik as his ancestor. Aside from a certain air of exclusiveness and self-sufficiency, which is a national characteristic of Russians, he betrayed an unmistakable affinity with the Orient, and the Pasha "with three horse-tails." His manners were rather French, which made the impression of a brilliant varnish on strong-scenting Muscovy leather.

Prince Porphyrogenitus, a year ago, had placed his two sons, the "princes" Constantine and Alexander, in Mr. Nesselborn's institute, and had attached to them a young Doctor of Philosophy as special tutor. The Prince was now on a visit to the metropolis, where he occupied a suite of rooms in one of the fashionable hotels. Notwithstanding the unpleasant news he had just heard in regard to his sons, he was chatting goodhumoredly over the dinner, popping off the rockets of his wit alternately in German and in French. Conversation had become general and lively. Among the guests there was, perhaps, more than the usual sprinkling of those accustomed to lead the conversation, but Mr. Bögendorf, the "School Councillor," seemed determined to monopolize attention. In this respect, however, he had found his match; for Prince Dmitri would allow nobody to speak but himself, if he could help it. To hear them talk was to listen to the contest between two Canary birds trying to out-sing each other. Bögendorf had just returned from a trip to Switzerland, where he had left his wife and daughter for the sake of their health. He was beginning to give an account of his trip.

"If you ascend the Rigi," were his introductory words—when he was interrupted by a servant offering him some pastry, out of which he adroitly fished the truffles, accom-



panying the action with a sharp twist of his facial lineaments—”

“You will have a reserved seat in one of Nature’s sublimest theatres,” suggested the Prince, filling out rapidly the pause caused by truffle-searching. “After a trying march you arrive at the summit by night, and, next morning, find yourself in gown and slippers standing at your window and waiting for the raising of the curtain, when who should appear but the manager, announcing that Mr. Sun, the principal actor, has a cold in his head, and that most of the other members are hoarse—hence, no performance to-day! And yet nobody thinks of returning your admission fee, amounting to eight francs for a room on Mount Rigi.”

The Prince supposed that his remarks would raise boisterous laughter, of which he, accordingly, gave the signal. This simile, however, did not seem to be exactly to the taste of the audience, a few only being obliging enough to encourage him by a faint smile. But Doctor Staudner, who seldom laughed in public, when he saw nobody laughing suddenly burst out in a horse-laugh, as loud as his lungs would allow. All that knew of the Doctor’s peculiarity were rather embarrassed, and nobody more so than the mistress of the house, who instantly perceived the insult offered to her high guest. The Prince, however, was far from thinking so, and rather flattered himself with having enlisted a new admirer of his genius, while Staudner secretly applauded himself for having discovered the proper way of insinuating himself in the good graces of the Prince.

At the same time a modest voice was heard to remark: “It would, at all events, be better if your Highness would ascend Mount Rigi in the Panorama! There every performance must take place exactly as announced, and, happen what may, Mr. Sun is bound to hold his levee.”

“Very good!—very good, indeed!” shouted with great satisfaction the Prince, who saw in this broad hit nothing but an endorsement of his own wit. He who had thus obliged him was rather a subordinate guest, namely, young Doctor Hellwig, the instructor of the two sons of the house.

There was now, for Mr. Bögendorf, an opportunity for

continuing his narrative. "I had," said he, "on Mount Rigi the rare good fortune of finding Nature in her holiday garments. I ascended the mountain on horseback. Do not laugh, if you please! I rode the mare of a Swiss trooper of the National Militia, a patient, quiet animal!"

On the part of some army officers, there were contemptuous smiles intended as criticisms of the Swiss military system. Prince Dmitri, who had noticed these smiles, immediately interrupted the speaker, espousing the cause of Switzerland. "The Swiss military system," he said, "is very admirable for a country which is bound to a strict defensive. This dragoon, who probably was on furlough, had let you his horse for the government tax of—"

"Ten francs, Highness," shouted Dr. Staudner with a stentorian voice, which again made the audience nervous as to how the Prince would receive the interruption. But his Highness took the suggestion as a proof of the interest which his own military judgment had awakened in the Doctor. "Very true, ten francs," he said blandly, using his eye-glasses, to take a closer survey of his admirer's physiognomy.

Meanwhile Mr. Bögendorf, continuing his narrative, remarked that the grand scenery must fill all beholders with transports of delight, but that all this was marred by the most provoking incidents. Not only on Mount Rigi, but almost everywhere in Switzerland the avarice and greediness of the people had almost spoiled the enjoyment which he had derived from the exquisite beauties of Nature. There were the most outrageous prices in the hotels; almost everything was made the object of the meanest speculation; the very sunrise was sold to the traveler! And how intolerable were the manners of these travelers! Was it not, as if the follies of the whole world were collected on one spot—the braggadocio of the French, the apathy of the Americans, the affected oddity and impudence of the English—

But Ethnophysiography was one of Prince Dmitri's hobbies. At every one of the attributes by which Bögendorf characterized a nation, the Prince would interpose an emphatic "How so?" The man of the school being thus

silenced for a while, the Prince would give to the audience the benefit of his own experience as to the different races, distinguishing between the Englishman peregrinating and the Englishman domestic, the American of position and the American shoddy ; commenting on the degrees of culture, rank, wealth, and so forth. He did not stop till the master of the house reminded him that it was very cold on the summit of Mount Rigi, and he ought to feel compassion with poor Mr. Bögendorf.

"And yet," continued Bögendorf, "the grandeur of the scene will make us forget everything that is commonplace in life. I was struck how even the conduct of the most flip-pant chambermaid, of the most ordinary footman, accompanying his master to Rigi-Rulm, bore testimony for the communion of our feelings and sympathies. These vast, gigantic masses expanding before our eyes, are the real, silent messengers of the Lord ! This enormous extent from the mountains of Tyrol to the royal state of the ' Jungfrau,' and the ' Monk,' and ' Eiger,' her—"

"Lovers," shouted the Prince, seizing the opportunity of interrupting Bögendorf's unctious declamation.

"Mediæval retinue, I was going to say," mildly corrected the Councillor. "For *Monk* and *Eiger* are the satellites of the royal *Maiden*, the name *Eiger* being probably derived from the name of that Spirit in the Song of the Nibelungs. But the most remarkable impression is produced at the moment when the first ray of the sun comes over the clouds of mist in the eastern horizon. It is as if a sudden glow of life were gleaming over that vast region of snow and glaciers, as if a flood of light were warming these fields of shrouds. And this primeval solitude, this silent mourning of rigid Nature, does it not seem to be suddenly endowed with speech ? And these gigantic figures preach to us the glory of the Most High, the praise of His creation, the connection of worlds, the harmony of spheres ! When man is elevated to such sentiments, every utterance of common humanity must be grating to our ears. Even the Alpine horn, although at other places we may be delighted with its sweet, melancholy notes, which give us the impression of an indescribable, long suffering, despairing woe—"

"Charming, charming," cried the Prince. "You mean the nostalgia, or home-sickness of the Swiss. I know of it—I had a governess from the Canton of Vaud, and can tell you a capital story—"

But his Highness had to hear a distinct hissing, not indeed aimed directly at himself, but at Staudner, who had called aloud for the story, with the words, "Oh let us have it by all means, your Highness!" The hissing, however, prevented the story, and Mr. Bögendorf continued:

"But on Mount Rigi the Alpine horn, which they sound in honor of the rising sun, can only lessen the impressions of the sublime scene, and the worst is that together with it passes the box to receive your contributions for the one that has sounded it. This outrage acts as a damper on the holy feelings awakened by the sublimity of Nature. What different emotions would the singing of a morning hymn awaken, especially if performed by a well-trained church choir, which ought to be concealed from sight. If I consider what our own monarch has done for sacred music, it would, perhaps, be not too much to hope that he may feel disposed to carry my humble suggestions into effect. Mount Rigi would be a grander platform than the choir-galleries of both the Cologne and Berlin cathedrals.<sup>1</sup> The prospect from Mount Rigi would, then, be made a prospect into Eternity! Heavenly, indeed, would be the feelings engendered by one of Händel's choruses greeting on Mount Rigi the rising sun—"

"Certainly," interrupted the incorrigible Roumanian, hopelessly destitute of all taste for romantic religion. "Certainly, whilst now we only feel provoked at the sinful bills—one franc and a half for a single bottle of soda water." The wretch had ruthlessly destroyed the effects of the last part of Bögendorf's unctuous address, which had been especially edifying to the two young brides.

At this juncture the master of the house proved his tact by a skilful intervention. "The district of Mount Rigi," he

<sup>1</sup> This is a slur on the late King Frederick William IV, brother of the present Emperor of Germany. He was often ridiculed for his peculiar "romantic" tendencies and hobbies, one of which was the improvement of church music. He spent much time and money in organizing the celebrated choirs of the Cologne and Berlin cathedrals, for which, according to the belief of the people, he felt a stronger interest than for the administration of the State. Projects similar to the one suggested by Bögendorf he often seriously entertained.—*Translator.*

said, "is Roman Catholic to my knowledge. His Majesty, therefore, would encounter some difficulties, should he think of sending to Switzerland for some weeks in the summer the celebrated choir of our cathedral, in order to sing their Protestant hymns on that sublime spot. But diplomacy may overcome all obstacles, and I can only say that your plan, my dear Councillor, is admirable. Perhaps a society may be formed, if—"

Here the speaker was interrupted by the strains of martial music, which, at some distance, was sung by boys' voices. After each stanza drums were beaten, and trumpets sounded in regular march time.

The Prince asked what that music meant? He was informed by some of the guests that the students of the Nesselborn Institute were on a kind of military excursion, and that the music was theirs. This intelligence completely abated Prince Dmitri's good humor, and Bögendorf, too, began to cast his eyes in the direction of his plate.

"That worthy Mr. Nesselborn," cried the Prince, raising his shrill voice to an unnatural pitch, "had better keep his pupils under lock. What a fuss people make in Germany with their education! Speak with whomever you please, they will all tell you that no other nation is able to bring up so perfect specimens of humanity. But, with your permission, ladies and gentlemen, both their method and discipline are so execrable that it is difficult to say which of the two is worse. The students are treated with indigestible or useless subjects, and so grow up like savages. Barbarism and want of taste become their portions for life. The only teachers that in your country are good for anything, are the French; they alone pursue a judicious and progressive method, which ultimately enables the student to appreciate the immortal works of Racine and Corneille. But it is just these French teachers that are slighted and denounced, at the instigation of those who are too ignorant to form even the easiest French sentence. To crowd out, if possible, the French, they have introduced the English language, which they like for the reason that it is easy, irregular like a wilderness, arbitrary, and imposes upon the minds no restraint from obnoxious rules. No wonder that school and education are demoralized in Germany. A nation with a literature such as

the Germans have, can only rush from revolution to revolution. Mention, if you can, another literature that commenced with two works judicially condemned to be burned by the hangman, as it was the case with Göthe's 'Werther' and Schiller's 'Robbers,' the former of which recommends murdering one's self, and the latter, murdering others."

The expression in the faces of almost the whole audience manifested their indignation at this strange harangue, and if the impertinent remarks of the Prince were not loudly denounced, the reason seemed to be that they expected the School Councillor to speak first. But it was just he who abstained from making any remark, and even assumed a mien which might be interpreted as a kind of assent. Encouraged by this want of opposition, the Prince continued:

"Catalogues are scattered broadcast, and programmes representing a school as the paragon of all educational institutes, as Plato's Academy revived and adapted to the requirements of our age. Proud names, widely known, are used as references, and the testimonies of men that have never seen the school or any of its teachers with their eyes, vouch for the high abilities and consummate skill of Mr. So and So. The fact is that all this is the most unmitigated humbug. The school is a fraud! The teachers are dunces! The principal is a masterpiece of confusion! The students control the plan of instruction, upsetting it every other day. If the Government commissioners come to inspect the school, the principal's wife invites them to an elegant lunch! Then, with the fumes of champagne on their brains, the gentlemen supervisors take a hasty glance at the different classes, and report "That all was good." And then the nuisance of gymnastic grounds resounding with wild tumult and shoutings, and driving the whole neighborhood to despair. That yelling and bellowing is held out as an evidence of the *mens sana in corpore sano*, but, if it proves anything, it proves that the whole school has been turned into a menagerie! *O fi donc!* These boisterous processions, these excursions into the mountains, these trips even to Switzerland—are nothing but quack-advertisements, continuing the humbug of the catalogues. I wonder that they do not placard them on the street corners with pictures in colored



print. Pshaw! I am, surely, no friend of the convents. *Au contraire.* But in the schools of the convents the teachers are kept in together with their pupils, and not allowed to loaf on the streets. The purposes of the school can only be achieved behind bolts and bars, on the wooden forms of the class-room. If there must be exercise, let it be taken in the shadowy walks of a walled garden. But your Institutes are like the mouse-tower at Bingen, all full of holes for getting out, and for enjoying that divine German freedom, dating from your Frederick von Schillers robbers.

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#### EDUCATIONAL INTELLIGENCE.

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NEW YORK.—STATE NORMAL SCHOOL AT GENESEO, N.Y. The building for the Wadsworth Normal and Training School, at Geneseo, has been completed, and accepted by the Normal School Commission, on the part of the State. In accordance with the provisions of the statute, the State Superintendent has appointed a Local Board of nine members, as follows: Hon. Scott Lord, Hon. Solomon Hubbard, Hezekiah Allen, Hon. James Wood, Dr. Walter E. Lauderdale, Col. John Roebach, James W. Wadsworth, Adoniam J. Abbott, Daniel Bigelow. The Board organized by the election of Hon. James Wood, as President, and Dr. Walter E. Lauderdale, as Secretary. Prof. Wm. J. Milne, of the Brockport Normal School, was selected as Principal, and his nomination has been confirmed by the State Superintendent.

TEACHERS' INSTITUTES.—The following is a complete list of all the county institutes appointed the present year, for which provision had been made up to September, 1871. Two instructors are generally provided for each institute, a conductor and an assistant. These are appointed by the State Superintendent, Hon. Abram B. Weaver. The local arrangements are made by the commissioners in the respective counties. The attendance upon institutes has been generally increasing, and they have also improved in character and efficiency as training schools for teachers.

## INSTITUTES OF 1871.

Counties.	Place.	Date.	Duration.	Counties. <sup>1</sup>	Place.	Date.	Duration.
Albany.....	Watervliet.....	Mar 27	1 week.	Onondaga.....	Baldwinsville...	Sept 18	2 weeks
Allegany.....	Belmont.....	Sept ..	2 weeks	Ontario.....	Canandaigua...	Oct. 2	2 "
Broome.....	Binghampton ..	Aug 21	2 "	Orange.....	Newburgh.....	Aug. 7	2 "
Cattaraugus...	Olean.....	Aug 21	2 "	Orleans.....	Albion.....	Oct. 16	2 "
Cayuga.....	Moravia.....	Oct. 16	2 "	Oswego.....			
Chautauqua...	Dunkirk.....	Aug 21	2 "	Otsego.....	Cooperstown...	Sept. 4	2 "
Chemung.....	Horseheads.....	Sept 18	2 "	Putnam.....			
Chenango.....	Norwich.....	Sept 18	2 "	Queens.....			
Clinton.....	Plattsburgh.....	Aug. 7	2 "	Rensselaer....	Hart's Falls.	Oct. 16	2 "
Columbia.....	Ghent.....	" 21	2 "	Richmond.....	Stapleton.....	Apl. 17	2 "
Cortland.....	Cortland.....	Oct. 16	2 "	Rockland.....	Nyack.....	Sept 18	1 week.
Delaware.....	Walton & Delhi.	Sept 18	2 "	St. Lawrence..	Potsdam Junc..	Mar. 6	2 weeks
Dutchess.....	Poughkeepsie..	May 15	2 "	Saratoga.....	Ballston.....	Sept. 2	2 "
Erie.....	Aurora.....	Oct. 16	2 "	Schenectady..	Schenectady...	Oct. 30	2 "
Essex.....	Crown Point....	Oct. 2	2 "	Schoharie....	Schoharie (C. H)	Aug. 7	2 "
Franklin.....	Malone.....	Oct. 2	2 "	Schuyler.....	Watkins.....	Sept. 4	2 "
Fulton.....	Gloversville....	Aug 21	2 "	Seneca.....	Watertloo.....	Oct. 2	2 "
Genesee.....	Batavia.....	Oct. 2	2 "	Steuben.....	Bath.....	Sept 18	2 "
Greene.....	Windham Cen.	" 2	2 "	Suffolk.....			
Herkimer.....				Sullivan.....	Monticello....	Aug 21	2 "
Jefferson.....	Watertown.....	Sept 18	2 "	Tioga.....	Owego.....	Oct. 2	2 "
Kings.....				Tompkins....	Ithaca.....	Sept 18	2 "
Lewis.....	Martinsburgh...	Sept 18	2 "	Ulster.....	Kingston.....	Aug 21	2 "
Livingston...	Geneseo.....	Oct.	2 "	Warren.....	Warrensburgh..	Aug. 7	2 "
Madison.....	Morrisville....	Oct. 2	2 "	Washington..	Greenwich.....	Aug 21	2 "
Monroe.....	Pittsford.....	Oct. 6	2 "	Wayne.....	Palmyra.....	Oct. 2	2 "
Montgomery..				Westchester..	Yonkers.....	May 8	1 week.
Niagara.....	Lockport.....	Sept 18	2 "	Wyoming.....	Warsaw.....	Oct. 16	2 weeks
Oneida.....	Rome.....	Oct. 2	2 "	Yates.....	Penn Yan.....	Sept. 4	2 "

A. B. Hepburn of Colton, St. Lawrence Co., has been appointed School Commissioner of the second district, in place of Wm. G. Brown resigned.

BROOKLYN, N. Y.—The school population of Brooklyn, including all the children between the ages of 5 and 21 years, is as follows: Between 5 and 14 years, 86,842; between 14 and 21 years, 48,355; colored children, between 5 and 21 years, 1,512. Total, 136,709. Considering the fact that very few children in the public schools are above the age of 14 years (probably not more than 1,500 in all the schools), it will appear that of 86,842 above mentioned, there are not more than 22,600 who have not received during the year some instruction in the public schools. The schools of the city have been taught the past year by 823 teachers, of whom 34 are men and 789 are women. The whole number of pupils enrolled is 28,355. The average register is 40,979. The average attendance for the year is 35,938, being 36 per cent. of the whole number registered, and nearly 88 per cent. of the average register. The amount expended for teachers' wages in the day schools was \$480,547.24, being *per capita* for pupils as follows: On average attendance, \$13.65; on

average register, \$11.72; on whole number of pupils instructed, \$7.23. The total currency expense of maintaining the schools has been \$658,228.15, being at the rate of \$18.31 for each pupil in average daily attendance. The music department costs about \$10,000 annually. The evening schools were in session during three months, and included seven for white and two for colored pupils.

ENGLAND.—The London School Board has agreed upon a general scheme of education proposed by Prof. Huxley. The scheme includes three classes of schools, infant schools for children under seven, in which the sexes are to be mixed—junior schools for children between seven and ten, in which boys and girls may be taught either together or apart, as seems most desirable in each locality, and senior schools for children between ten and thirteen or upwards, in which the boys and girls should be taught separately; the junior and senior schools to be organized, as far as possible, on the large scale for schools of 500 each, but the infant schools not to exceed 250 or 300 at the most. Sixteen teachers are to be allotted to a school of 500—one head, four certified assistant teachers, and eleven pupil-teachers. The schools are to be open generally five hours daily for five days in the week.

Corporal punishment is not to be absolutely forbidden, but it is never to be inflicted by pupil-teachers, and never at all without the sanction of the head master, and its frequent use will be regarded as a sign of a teacher's incompetence. Scripture with explanation, music, and drill are to be taught in every school.

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"Ah! who can tell how hard it is to climb," remarked a young man as he assisted a young Baltimore belle up the steep ascent to Fairview, Berkeley Springs, W. Va. "Yes," answered she of the monumental city. "It is as hard going up as going to the top of the Washington monument." "Or Bunker Hill," suggested the sympathetic swain, as he helped her over a stone. "Is that in Washington?" asked the girl (who by the bye, was just out of a fashionable school), "I haven't traveled much, so I don't know Bunker Hill."

## CORRESPONDENCE.

LEPZIG, Aug. 15, 1871.

MR. EDITOR, under the name of "*Allgemeiner Erziehungs Verein*," a society has been formed in Dresden, embracing members from all parts of Germany, and even of Holland, Scotland and America.

The aims of this "*General Educational Union*," are :

I. *To make education and its improvement a common cause of the people.*

II. *Means to accomplish this aim :*

1. Formation of branch societies in city, town and village, whose object it is to establish institutions for the better education of females, with a special view to their general educative talent ; to introduce improvements in educational institutions for the furtherance of the bodily and mental health of the pupils ; to multiply Kinder-Gärten (particularly for the lower classes) and unite them organically with the public schools, and to assist in publication and distribution of juvenile books and papers, and enlargement of popular libraries.

III. Training of male and female teachers in a *Normal School*, conducted according to the principles of the society.

IV. Publication of a paper promulgating the principles of the society in a popular way, a supplement of which would be distributed gratuitously to mothers of the working classes, for the purpose of teaching them the general principles of hygiene and education, and

V. Lectures on subjects of education. The society declares the following to be their fundamental principles.

1. The thorough improvement of our educational systems, called for at the present time, can be attained only by beginning with the very beginning of the life of the individual.

2. Education should assist, never disturb, a free development of the individual, in accordance with human nature.

3. The general aim of all education is to educate morally free, religious and practically able men and women.

4. The present time requires particularly that education should tend to formation of character to develop power to will and to do, and to lead the soul to the beautiful, ideal and sublime.

5. The society acknowledges in Froebel's system of education the safest foundation for the early education of children, and find in it leading features for all degrees of higher education.

6. The society deems it particularly necessary that the mind in its development should be led to a knowledge of its own being, as different from the material world which surrounds it.

Although there is nothing strikingly new in the principles of this new educational society, their purpose is certainly a very laudable one, and if they only succeed in establishing an educational institute for the training of young ladies for professional teachers and introduce more *Kinder-Gärten* schools in connection with the public schools, and place them under proper superintending authorities, they will have accomplished a great work for Germany.

Yours, etc.,

E. W.

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*EMMA'S PUBLIC SCHOOL IN NEW JERSEY.*

MR. EDITOR, we have had a reception in our public school. Everything went off magnificently. We had instrumental solos and quartettes, recitations and declamations in English, French and German. We were all dressed in our purest white, trimmed with ribbons of all hues, and the piano too was covered with flowers—the gifts of friends. We had prizes, presents from the teachers to the pupils most distinguished in deportment, in punctuality and attendance, and in arithmetic and grammar.

After the music and recitations, the principal requested Mr. X. a nice young man, to address us; this gentleman said he “was quite unprepared to speak (the usual introduction) that he did not know what he should say. He felt indeed

quite shaky, utterly bedizzened, something like a canary in a cage turned upside-down—all in a flutter. The eloquent recitations, the charming music, the gorgeous appearance generally had upset his equilibrium, for he had never calculated upon such a display of brains, music and wit." However (after a pulmonary gasp), he "was reminded of a little anecdote about poor Paddy, a sailor, who hurried on deck and asked the captain, 'if anything was lost when you knew where it was?' 'By no means,' answered the captain; 'then your best copper kettle, which a gale has just carried over-board is not lost, begorra.'" "From this," our orator remarked, "we should discover the value of the study of logic, in which he hoped we were making progress. By all means, grammar was not to be neglected, study your grammar; then, such a mistake as 'a pair of days' made by a poor German woman, will be avoided by you."

He advised us to eschew all study during our two months' vacation, and to amuse ourselves at ball and marbles, etc. He then said he had nothing more to say, he was finished. After this valedictory, he triumphantly withdrew.

Y.

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VON RAUMER, the German historian, was 90 years old on the 14th of May. He has been a professor of the University of Berlin for 53 years. Some of these old book-worms live to a fine old age. Fontenelle died at the age of 100, after having been secretary of the French Academy of Sciences for 40 years. Voltaire called him the most universal genius of his time. Hippocrates died at 109; Swedenborg at 85; Harvey at 81; Heberden at 92; Ruysch at 93; Sir Christopher Wren retired from carpentering at 86 and died at 91; Humboldt at 90; Josiah Quincy, Jun., at 92; President Nott at 93 years and 8 months. But beyond these stands Dr. Theophilus Clark, of Tinmouth, Vermont, who is probably the oldest practicing physician in the Old World or the New. He is 98 years of age, has been in constant practice for 66 years, is hale and hearty, and has no more thought of giving up the active duties of his profession than when he was a boy of 50.



## CURRENT PUBLICATIONS.

## THE STUDY OF GERMAN.

THE incessant production of new instruments and machines for the performance of the same work argues dissatisfaction with the old ones. In like manner, each successive method for the study of foreign languages points to the twofold conviction on the part of the new author, that none of his predecessors had succeeded in discovering the true system, and that his book more closely approximates perfection than those that went before. One part of this conviction is, alas! too often well-founded, for the major part of the methods are essentially defective, as well in the original contrivance as in the final development. Such is the social state at the present time, that few persons, if any, set about acquiring a foreign language for other than the purposes of intercourse with those who speak it as the mother tongue, and for the practical purposes of life. And as more labor is necessary to attain to the colloquial mastery of a language,—that mastery which enables us to use the language with ease and advantage for the expression of our ideas,—than to acquire a mere reading-knowledge, so methods intended to lead to the former should be much more thorough and more carefully prepared than others designed to impart the latter only. Suppose a person with acquirements in a modern language in all respects equivalent to those of the most accomplished Hellenist in the idiom of the ancient Greeks: how sorrily would he figure in the simplest conversation with a native; besides his awkward, clumsy attempts at expression, he would find the vocabulary he has most at command to be altogether unsuited to the themes of every-day dialogue. Evidently his knowledge is not practical. Practical methods can alone guide to practical knowledge. Hence, if we admit practical methods to be those which impart the knowledge of things by the *practice* of those same things, the totality of the so-called systems hitherto blindly followed should be condemned, as unfitted to lead to the end for which they were produced. We have never seen or heard of any one learning a foreign language

colloquially through the manuals used in general by teachers, whether in classes or with private pupils.

The foregoing statement may seem sweeping and severe; but, before proving it to be false, it would be necessary to show the fallacy of the arguments from which it is naturally inferred. Analytical methods can alone be said to be practical, for, in the study of language analysis means the study of the writings of the foreign author, translation from the *foreign* to the *native* idiom, and the consequent involuntary learning of words as idiomatically combined in the connected discourse, thus avoiding the very possibility of erroneous phraseology by inuring and accustoming the student's ear to the received phraseology, and grammatical principles of the language before him. It is vain to hope to learn a language by the memorization of rules and the composition of barbarous sentences. The proper method to learn a piece of music is surely not to study in the first place certain general rules applicable to all music, and then to proceed to execute the piece. The power to execute can alone be attained by first practising the music over and over until it is impressed upon the memory, and until the ear becomes accustomed to the particular sequence of sounds which concur to form the task-piece. In other words, the music must be analyzed. Analysis is the mode of receiving impressions; synthesis that of transmitting them to others: "*impression* must precede *expression*," therefore analysis must of necessity go before synthesis.

The great defect, then, of the methods hitherto used consists in attempting to teach languages on grammatical principles, requiring of the student to compose in the new language before he has become practically acquainted with its structure. Grammatical rules are positively prejudicial on commencing the study of a foreign language, as they weaken the learner's attention by diverting it from the truly useful end to be kept in view, namely, speaking; indeed they are not even essential to thoroughness in the vernacular, as a proof of which we have but to remind the reader of what was accomplished in all branches of literature before grammars existed. The one of which the foundation was laid by the immortal Stagyrice, towards the beginning of the 4th century B.C., and which was finally arranged in the 2nd century of our

era, did not guide Homer, Euripides, Sophocles, Aristophanes, etc., in the composition of their hitherto unequalled productions. Even in modern times, Shakespeare, Milton, Dryden, Addison, Pope, Johnson, and other masters in England; Molière, Corneille, the inimitable La Bruyère, Pascal, Racine, etc., in France, all had delighted and astonished the world with their masterpieces before the publication of any regular treatise on the grammar of their respective languages. But to dismiss this subject, we will add that, whenever grammar is forced upon the attention of the learner at the outset of study, he soon becomes tired and even disgusted with a labor which shows no prospect of ultimate proficiency or distinction.

The foregoing remarks are provoked by a new book for the study of the German language, lately ushered into the educational world,<sup>1</sup> and which, inasmuch as we do not at all times share that twofold conviction of new authors alluded to in the opening of this article, we do not feel justified in hailing as the best simply because it is the latest. The question must first be put and answered: Does Mr. Wrage's work present any real superiority over its forerunners, and if so, what claims to distinction can be urged in its favor? We observe a capital defect in the very title: the author calls his book a practical *grammar*; but the defect exists in appearance only, for the plan is widely separated from the grammatical one, which is merely followed in as far as the order of treating the parts of speech is concerned, which latter feature might very well have been dispensed with, as entirely unnecessary, and, we should add, proscribed by Mr. Wrage's grand model, the profound practical linguist, Mons. C. Marcel. We surmise, however, that the author of the *New Practical Grammar*, adopted both the title and the order referred to, in deference to the received custom, which he was perhaps fearful to controvert too abruptly in matters of comparatively minor importance. We would willingly also reprove another and, in our judgment, more vital defect in the new book: with the observations made above, concerning analytical methods, before us, we cannot but object to the introduction from the very first lesson, of exer-

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<sup>1</sup> A New Practical Grammar of the German Language. By Hermann D. Wrage, A. B. New York: D. Appleton & Co.

cises to be translated from English into German: from the *known* to the *unknown*. This plan is persisted in through every lesson to the end of the work. But if we have to cite such faultiness as the foregoing, the evil effects of which, after all, it is in the power of both teacher and pupil to avoid, we see much to commend in Mr. Wrage's manual. He has studiously avoided multiplying objects for the learner's attention; *language* seems evidently to be the end kept in view from the outset, while the smaller, though indispensable accessories, orthography, pronunciation, syntactical arrangement, etc., he relies upon being imbibed insensibly and without any special effort on the part of the student in his onward course towards colloquial mastery. To that end the author has placed at the conclusion of each lesson a short piece for reading exercise, presenting in a united whole the elements already mastered in the lesson itself, and in all the preceding lessons. When new elements occur in the reading pieces, they are explained in foot-notes, which judicious plan reveals experience and observation on the part of the author, and relieves the pupil of the hurtful and tiresome necessity of groping through dictionaries which he is yet unable to use with profit. The vocabularies at the opening of each lesson appear to us altogether objectionable, inasmuch as they in most cases present isolated words, evidently intended as a mnemonic exercise, which, we trust, the skilful teacher will sedulously refrain from imposing upon his pupils; for it cannot fail to fatigue them to no purpose, and, worst of all, to weaken the beneficial results to be derived from the study of complete sentences.

If our report on the *New Practical Grammar* had been based upon the acceptance it has met with since its publication, much more favorable would it have been and more flattering to the author, for we are informed it has been adopted in a large number of the leading educational institutes in this city and throughout the United States at large, and merited the sanction of many of the more prominent professors of German. In spite of its shortcomings, however, we have, perhaps, reason to rejoice with Mr. Wrage, and congratulate him on the success of his book, marking, as it certainly does, a step toward perfection and, what is better still, the eagerness with which enlightened teachers

seek after and adopt the best material within reach for the accomplishment of their labor.

Prof. Peabody's *Astronomy*<sup>1</sup> has been out some two years, and must be already in extensive use ; but we are confident that we are doing the schools a good service in calling the attention of teachers anew to the work. Among the many good text-books on this subject, this, in our judgment, holds a conspicuous rank. We have personal knowledge of Prof. Peabody's skill and success as a teacher in mathematics, and find in his book the same lucidity of statement and happy construction of diagrams which have always characterized his work in the class-room. Such pupils as are grounded in the elements of geometry and algebra will find no difficulty in mastering so much of the science of the stars as is here given them. The author holds the judicious mean between the dreary inanities of "Geographies of the Heavens" and the purely mathematical treatment proper to treatises designed for the university student.

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### MISCELLANEA.

SIR JOHN LUBBOCK set the English Parliament laughing the other day over samples of science culled from the school-books lately issued for use in the new national schools. Iceland, the children are informed, is in America ; sap is not black as is generally supposed, but, in the opinion of many eminent authorities, is of a dark blue color ; the seed of the sweet pea is not much larger than a pin's head, yet it contains, compactly folded up, a large, branchy, flowering plant ; fishes have no voice, except seals and whales ; the use of flies is to keep the warm air pure and wholesome by its constant zigzag flight. Some of the books used in our own schools fairly rival the issues of the National Society.—*Christian Union*.

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<sup>1</sup> THE ELEMENTS OF ASTRONOMY : for colleges, schools, and private students. Written for Ray's Mathematical Course, by Selim H. Peabody, M. A., Teacher of Natural Sciences in the [Chicago] High School. Cincinnati : Wilson, Hinkle & Co. [8vo. 336 pp. Seven star maps.]

**PLUCKY EXAMPLE.**—A sturdy youth, not yet of age, who owns and works with his own hands a farm of eighty acres in South-western Iowa, thirty miles from Omaha, left his agriculture the other day, and has reached Easton, with a view to pursuing studies in Lafayette College. His name is Austin Norwood; aged eighteen. When he graduates, he expects to return to his domain and resume the practice of "what he knows about farming."

SOME of our readers may have more or less trouble, at some period of their lives, in repairing water-pipes, where the water cannot be shut off conveniently at the fountain-head or some intermediate point. Recently I saw a man repairing a lead pipe, which had been cut off accidentally in making an excavation. There was a pressure of water of more than fifty feet head. His plan seemed novel and ingenious. The two ends of the pipe were plugged, and then a small pile of broken ice and salt was placed around them; in five minutes the water in the pipe was frozen, the plugs removed, a short piece of pipe inserted and perfectly soldered, and in five minutes more the ice in the pipe was thawed and the water flowing freely through.

**QUESTION TO PHILOLOGISTS:** What is the famous hexameter, put in the mouth of Satan by one of the Christian fathers, which is the same whether read from the beginning or from the end?

"**BOTTLING THE SUN**" is the characteristic title given by its French discoverer to a curious process by which the heat of the sun can be fixed in a closed vessel so as to be used at will. A vase constructed for the purpose is exposed for a quarter of an hour to the action of the sun's rays, when it is hermetically sealed with a cork, through which a small hole has been drilled. Upon holding a powerful lens before this hole, and converging the imprisoned rays on the wick of a candle about a yard distant, the candle is lighted almost instantly. The discovery is certainly a most curious one, and may prove of great practical utility.

It is again reported that the rock over which the Mississippi pours, at the falls of St. Anthony, is steadily crumbling away.



*SCHOOL CATALOGUES RECEIVED.*

**M**ONTICELLO ACADEMY, N. Y., F. G. Snook, Principal. Number of teachers, eight. Pupils, 204.

OXFORD ACADEMY, N. Y., Herbert J. Cook, A.M., Principal. "With a full corps of teachers in all departments."

BROOKS SEMINARY, Poughkeepsie, N. Y., Miss Mary B. Johnson, Principal. Teachers, nine.

FREEHOLD YOUNG LADIES' SEMINARY, N. J., Amos Richardson, A.M., and Miss Ruth F. Richardson, Principals. Instructors, eight.

UNIVERSITY FEMALE INSTITUTE, Lewisburg, Pa., Rev. Justin R. Loomis, LL.D., President. Officers and Instructors, eleven. Number of pupils, 95.

SUSQUEHANNA COLLEGIATE INSTITUTE, Towanda, Pa., G. W. Ryan, and E. E. Quinlan, Principals. Faculty, twelve. Students, 232. Ladies, 119. Gentlemen, 113.

HAGERSTOWN FEMALE SEMINARY, Md., Rev. Wm. F. Eyster, A.M., Principal. Faculty of Instruction, eight. Number of pupils, 87.

ROCK HILL COLLEGE, Ellicott City, Md., Brother Azarias, President. Pupils, 165.

BETHEL ACADEMY, near Warrenton, Va., A. G. Smith, Principal. Teachers six. Pupils, 76.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, Va., S. C. Armstrong, Principal. Instructors, eleven. Students, 86.

WHEELING FEMALE COLLEGE, W. Va., Rev. Wm. H. Morton, A.M., President. Faculty, thirteen. Pupils, 182.

WESTERN FEMALE SEMINARY, Oxford, Ohio, Miss Helen Peabody, Principal. Teachers, fifteen. Students, 196.

CLEVELAND FEMALE SEMINARY, Ohio, S. N. Sanford, A.M., President. Number of teachers, twelve.

YOUNG LADIES' SEMINARY, Lake Forest, Ill., Edward P. Weston, A.M., Principal. Instructors, thirteen. Pupils, 202.

ABINGTON COLLEGE, Ill., James W. Butler, A.M., President. Faculty, eleven. Students, 236. Gentlemen, 148. Ladies, 88.

EMINENCE COLLEGE, Ky., Elder W. S. Giltner, A.M., President. Faculty, ten. Students, 190. Males, 92. Females, 98.

KENTUCKY MILITARY INSTITUTE, near Frankfort, Ky., Col. R. T. P. Allen, A.M., C.E., Superintendent. Academic Staff, nine. Students, 112.


MARIETTA MALE ACADEMY, Ga., Edwin P. Cater, A.M., Principal; "assisted by competent teachers in all the departments."

NORMAL AND PREPARATORY DEPARTMENTS OF ATLANTA UNIVERSITY, Atlanta, Ga., E. A. Ware, A.M., President. Instructors, seven. Students, 89.

SYNODICAL FEMALE COLLEGE, Florence, Ala., Rev Wm. H. Mitchell, D.D., President. "Aided by an accomplished and efficient corps of teachers." Number of pupils, 91.

DUE WEST FEMALE COLLEGE, Due West, S. C., Rev. J. I. Bonner, President. Faculty, seven. Pupils, 115.

CENTRAL FEMALE INSTITUTE, Clinton, Miss., Rev. Walter Hillman, M.A., President. Board of Instruction, nine. Pupils, 123.

 Principals and School Officers are requested to send to the Editor their Catalogues as soon as issued.

## PUBLISHERS' DEPARTMENT.

**A Good Catalogue of School Books.** The "Descriptive Catalogue of the American Educational Series," published by Messrs. Ivison, Blakeman, Taylor & Co., calls for special attention on account of its convenient form and its exceedingly beautiful typographical appearance. We are glad to see evidence of such artistic care in American book-making, especially in a field where utility is often considered an excuse for its absence. Among the works named in the catalogue, some have long been popular text-books of education, and their titles remind us of early struggles and triumphs at school or college, while others have more recently secured their honorable place in this peculiar department of literature. Charles W. Saunders is now far advanced in life, but his series of Spellers and Readers seems as fresh and useful as when the school-boy of thirty years ago was toiling up the rhetorical ladder from "Primer" to "Fifth Reader." Robinson's Series of Mathematics has won its popularity within the past ten years only, but the publishers claim that it is more generally in use than any other series in the country. Passing beyond the list of elementary school books we find the titles of standard scientific works by Profs. Dana and Gray, and Mr. D. A. Wells. The scientific series by the latter is to be revised by the author, assisted by Prof. Joy of Columbia College. Among the new publications announced in this catalogue, is Mr. Swinton's "Condensed History of the United States." A series of "Spencerian Drawing Books," by Mr. Hitchens late Professor of Drawing U. S. Naval Academy, is also announced. A work on Commercial Law, by the author of the "Analysis of the Constitution," Mr. Townsend, is in press.—*N. Y. Evening Post*, Aug. 30th, 1871.

**Milton Bradley & Co., of Springfield, Mass.,** have invented and published many things for the amusement and instruction of youth and adults, but they have now really excelled themselves in their Kindergarten Alphabet and Building Blocks for the little ones. Every parent blessed with children has experienced the absolute necessity for alphabet blocks, and has noticed the early attempts of the children to build something with them. Heretofore the best alphabet blocks have not been made in a form convenient for building purposes. In these blocks the manufacturers have used the forms adopted by Froebel, and embellished them with alphabets and animals which are stamped into the blocks so that they will not wear off.

**H. W. Ellsworth & Co.,** Publishers, 756 Broadway, New York, advise teachers and friends of Education everywhere, to make themselves acquainted with the best, most popular and practical system of Writing and Book-Keeping by sending for the "WRITING TEACHER and BUSINESS ADVISER."

**"100 Choice Selections, No. 4,"** will soon be issued by P. Garrett & Co., 702 Chestnut Street, Philadelphia. The publishers of this popular "Series," of which three numbers are already before the public, and their merits so well-known that comment is hardly necessary. Each number is sold for 30 cents in paper binding, and 75 cents in cloth. Those who have the first numbers will want this, and those who have not should order all four at once.

The same publishers have revised their well-known "Excelsior Dialogues," for advanced speakers, and reduced the price to \$1.25, making it the cheapest, as well as the best book of the kind out.

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